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ABSTRACT

This guide contains materials for the presentation of a half-day introductory workshop to parents on school-parent compacts, which are now required of all schools receiving federal Title 1 funds. Parent-School Compacts offer a means of redefining the community vision of school and parent support roles in promoting student learning. By creating a Parent-School Compact document, parents and teachers think through their beliefs and differences to reach consensus on the compact's contents. The document includes a presenter's guide, handouts, and transparency masters for a workshop on creating a Parent-School Compact. Included in the handouts are warm-up exercises to facilitate group interaction, background information on school-parent compacts, an overview of compact elements, models of school-parent compacts, and information on the National Education Goals. National Education Goal eight calls for the establishment of school-parent partnerships. An appendix contains sample school-parent compacts from several school districts. (MDM)

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SCHOOL-PARENT COMPACTS

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SCHOOL-PARENT COMPACTS

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School-Parent Compacts: A Tool for Learning Improvement
Presenter's Guide

Note: All times are approximate. A * indicates an optional activity if less time is available.

I. Overview

A. Introduction of Presenter(s) and Workshop Topic (5 minutes).

Display T1--*TAC/RTAC Transparency*, then T2--*School-Parent Learning Improvement Compacts* to introduce the topic for this workshop.

B. Warm-Up Activities (30 minutes).

1. H1,T3--*Faces*. Provide each participant with a copy of the double-sided H1 *Faces* handout. Ask each person to label one side "before" and the second side "after." Next, have each person circle a face on the "before" side that represents how he or she feels today. Ask each individual to partner with another person and take one minute to explain the reason for his or her choice. Each partner is to listen intently to his or her partner. As participants are completing this activity, the presenter can "cruise" the audience, selecting three or four persons to explain their partner's choices. (Hint. Look for people who have partners with "positive" faces circled in order to set a positive tone for the workshop.) After the explanations, note that the development of a **school-parent compact** will require careful listening, an appreciation of other points of view, and a cooperative effort on behalf of all the participants for the compact to be a meaningful tool in support of student learning.

2.* T4--*Think, Pair, Share*. Display the *Think, Pair, Share* transparency. Explain that it will be important for participants to have processes for reaching **consensus** as they work to design school-parent compacts. The *Think, Pair, Share* process can help groups of two to four reach a level of agreement on the answer to a question or a solution to a problem. Then using the transparency as a guide, explain the *Think, Pair, Share* process and ask participants to use this process to reach consensus on the **best title** for the next transparency.

3.* T5--*Perceptions #1*. Display the abstract *Perceptions #1* transparency. Give participants two minutes to individually develop a descriptive title and a rationale for the title selected. Next, provide four minutes for sharing between partners and reaching common agreement on a single title. After reaching agreement, a pair will be given four minutes to share their title with another pair of participants and try to settle on a single title that all four participants can agree upon. Spokespersons for each group then share these responses with the rest of the group. Presenters are urged to ask these key questions of each spokesperson: (1) "What did your group see (or notice) that made you select _____ as the best title?"; and (2) "What do you mean by _____?" Point out that these two questions can help others understand the reasons behind their colleagues' perceptions, and can often force people to examine their own reasoning, as well. Finally, after each group has provided its title, the presenter offers the "official" title-- "Holstein Cow."

4.* H2--*Two Key Questions*. Pass out the *Two Key Questions* handout. Note that in this warm-up, participants are using processes that will be valuable in working with others in the development of a School-Parent Compact.

C. Purpose/Non-Purpose of this Session (5 minutes).

1. T6--*Purposes of this Session* transparency. Highlight each purpose in turn.

   a. Provide background information about developing School-Parent Compacts for Title I schools.

   b. Identify a process for developing and supporting School-Parent Compacts.

   c. Examine models of recently developed compacts.

   d. Identify other School-Parent Compact issues to be addressed

2. T7--*Non-Purposes of this Session*

   a. Debate the merits of PL 103-382 *Improving America's Schools Act of 1994 (IASA).*

   b. Develop a School-Parent Compact at this time.

D. Federal Background (10 minutes).

1.* T8 & T9--*12 Components of IASA.* H3--*Title I Under Reauthorization: Presentations by Mary Jean LeTendre -Jan 7, 1995, and Jan 27, 1995.* Focus particularly on item #8 "Shared Responsibility of Schools and Parents for Student Achievement."

2. H4, T10--*The National Education Goals.* Emphasize the pressing national need for schools to promote partnerships with parents in educating the nation's children as expressed in Goal #8.

3. T11--*IASA, Section 1118(d), Shared Responsibilities for High Student Performance.* Indicate that School-Parent Compacts are to be an inherent part of Title I parent involvement policies.

II. School-Parent Compacts. H5--*School-Parent Compacts: A Tool for Learning Improvement.* Distribute the handout. Display T12--*IASA--Overview of Compact Provisions.* Note that all compacts should contain these provisions to meet the minimum standards of the law.

A. Background on School-Parent Compacts (30 minutes).

1. T13--*Jigsaw.* Explain how to conduct a jigsaw exercise for rapid coverage of new materials. Arrange participants into eight-member teams (four sets of partners) to summarize sections from H5--*School-Parent Compacts: A Tool for Learning Improvement.* Ask teams to summarize from their reading what they perceive to be some of the challenges they will face in developing school-parent

compacts. Allow approximately 30 minutes for this activity. [CAUTION: BE CERTAIN THAT ALL PARTICIPANTS WHO MIGHT HAVE READING DIFFICULTIES ARE PAIRED WITH PARTNERS WHO CAN READ AND UNDERSTAND THE MATERIALS.]

- Participants #1 & #2 summarize the "Introduction" on pp. 1-2.
- Participants #3 & #4 explain the "Background" and "Research on Parent Involvement" on p. 2.
- Participants #5 & #6 are assigned "Congressional Response" and "Requirements for Title I Schools" on p. 3.
- Participants #7 & #8 discuss "Introducing the Compact to the Community" and "Formation of the Design Team" on pp. 3, 4, and 5.

2.* Group reports, followed by T14--*Between Birth and Age 18...* and T15--*Are Schools Improving?*. Ask an audience member to volunteer to interpret the graph and then consider its meaning. Try to reinforce the use of the Two Key Questions, "What do you see that made you say ..." and "What do you mean by ...," to understand another's perceptions and build consensus.

B. Process (10 minutes). T16--*Process*. Review and explain the five steps for initiating and selecting a design team. Suggest that steps 3 and 4 are often combined in smaller districts.

C. Organizer (5 minutes). T17--*4 P's: People, Process, Perspective, Planning*. The keys to their success will be the participants' abilities to bring together diverse People, use the two key questions to help understand others' Perspectives, and employ Processes such as the "Think, Pair, Share" and the "Jigsaw" to aid in Planning a School-Parent Compact for each of their schools.

[THIS IS A GOOD TIME FOR A 10-MINUTE BREAK.]

D.* Warm-Up Activity (15 minutes). T18--*Perspectives #2:*. Use as a warmup for the second half of the workshop and as a reminder that People, Processes, and Perspectives will play a key role in Planning the school-parent compact. This time, ask each group of four to agree upon and provide a title. The "official" title is "Ship Arriving Too Late to Save a Drowning Witch."

E. Overview of Compact Elements (20 minutes). T19 & 20--*Overview of Compact Elements*. Allow time for all participants to read pp. 6-7 of the handout (H5). Review the "Content and Format of the Compact" using the transparency, explaining the rationale for these suggestions.

F. Sample Compacts (30 minutes). H6--*Appendix: Sample School-Parent Compacts*. Ask the four-member teams to review and discuss a sample compact from H6. A spokesperson from each group will be expected to report upon the group's likes and dislikes about the group's sample compact.

G. Introducing the Compacts to Other Stakeholders (15 minutes). After the reviews, ask partners to review and share their thoughts on "Introducing the Compact to

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Parents" and "Introducing the Compact to School Staff" on pp. 7-8 of H5. Ask that partners share any additional ideas with the group.

III. Closure/Evaluation (10 minutes). Refer to the bold-faced reminder on p.8 and the sample statements on pp. 9, 10, and 11 of H5. Explain that the Region B/2 TAC/RTAC wants to help recognize those teams who act as pioneers in the development of school compacts by posting their samples on the Effective Practices Bulletin Board System. *Conclude with T21--*Education is...* and a reminder to complete the "after" side of their H1 *Faces* handout to indicate how participants felt about the effectiveness of the presentation.

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HANDOUTS

H1 *Faces: How Do You Feel Today?*

H2 *Two Key Questions*

H3 *Title I Under Reauthorization*

H4 *The National Education Goals*

H5 *School-Parent Compacts: A Tool for Learning Improvement*

H6 *Appendix: Sample School-Parent Compacts*

How Do You Feel Today? (Please indicate which faces apply)

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How Do You Feel Today? (Please indicate which faces apply)

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Questions teachers (aides) can use to encourage students to extend their responses--

What do you mean by . . . ?

What do you notice (recall, infer, etc.) that makes you say. . . ?

TITLE I UNDER REAUTHORIZATION

Presentation by Mary Jean LeTendre - January 7, 1995, and January 27, 1995

1. Same challenging standards for all children
   - Must use Goals 2000 standards if the state has them
   - If not, must develop standards in reading and math for Title I - no later than 1997
   - Performance standards with at least three levels: proficient, advanced and partially proficient
   - Adequate progress must be defined (substantial yearly progress toward meeting their standard)
   - Educational leaders must have a deep abiding belief in our heart that all children can learn to high standards

2. High quality assessments tied to standards
   - No longer separate Title I assessment; use same assessments for Title I as those developed under Goals 2000 if they have been developed by state
   - Does not have to be a norm referenced test
   - Focus on higher order thinking skills
   - Include LEP children assessed in a language and form that will yield the best results for them (the same is true for children with other disabilities. States should make reasonable accommodations for them)
   - Disaggregation must be done when state assessments are in their final form. These results should only be reported when they are statistically accurate

3. Concentration of funding on poor schools and poor kids
   (in Oregon Mary Jean changed this to "Connect Title I to State and Local Reform"

4. Expanded opportunities to promote reform through schoolwides
   - Combine resources and provide opportunities for Title I to be a catalyst for reform. Schoolwides may combine all federal education dollars in the school without having to track them to the children.
   - District's may decide schools are ready to start being a schoolwide and forego the one year of planning time.

5. New targeted assistance schools
   - Eligible children--those not progressing toward meeting high standards
   - Incorporate accelerated curriculum for Title I students (i.e., no low-level pull out programs that emphasize remediation of basic skills)
   - Look closely at pull-out programs and minimize the amount of time children are out of class
   - Give consideration to extended time
   - Highly trained qualified staff (must have a high school diploma or GED unless they are there because of their language facility)
   - Should serve children in need of special assistance
   - Decisions for who to serve and how to serve are made at the school level

6. High-quality professional development for high-quality staff
   - For all staff who work with Title I students
   - Should be intensive and sustained and have impact on classroom instruction
   - Each school must have a staff development plan
   - Must give teachers and parents the necessary support and develop high quality programs

7. School-level decision making regarding program to be provided
   - No longer based on district-wide needs assessment
   - Freedom to do pretty much what you want to as long as you serve the right children

8. Shared responsibility of schools and parents for student achievement
   - Should provide training for parents
   - Initiate parent/school compacts (not an "IEP" with each parent)
   - One percent of budget must be spent on parent involvement, including family literacy
   - Title I must become more user friendly toward parents
   - Schools should tie in with ongoing parent activities in schools

9. Greater accountability for results
   - Incentives for successful projects and consequences for lack of improvement (i.e., two years to look at data, then two years to make a difference, followed by consequences 4th year if lack of progress)
   - Distinguished Educator Programs
   - School Support Teams
   - Rewards for schools doing well
   - Distinguished Schools

10. Linkages with other services and programs (e.g., Head Start, migrant, etc.)
   - Any school that serves pre-school children must use Head Start performance standards unless they are in conflict with local law
   - Homeless children don't have to be in a Title I program or a Title I school to be served
   - Must provide for health and social services coordination and provide for professional development for that person
   - Head Start and Even Start children are automatically eligible for Title I for two years

11. Comprehensive, consolidated plans
   (In Oregon, Mary Jean changed this to: Better targeting of dollars)
   - Schools receive money based on the number of poor children who attend - Drive dollars to schools with highest number of poor kids
   - Must serve any school in the district that has 75% poverty
   - There is no longer a grandfathering clause

- New finding goes out based on number and percent of poor children in the state
- District must have at least ten Title I eligible children to qualify to receive funds

12. New LEA roles/responsibilities
    - Consultation
    - Coordination
    - Professional development
    - Program improvement--assistance and corrective action
    - Move from compliance to quality and from command and control to support and assistance
    - Integrated monitoring
    - Committee of Practitioner is still an integral part of the program
    - Fewer regulations than ever before. Regulate only when absolutely necessary
    - Focus on teaching and learning for the children

The National Education Goals

By the year 2000:

- ☐ All children will start school ready to learn.
- ☐ The high school graduation rate will be at least 90 percent.
- ☐ All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- ☐ U.S. students will be first in the world in mathematics and science achievement.
- ☐ Every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- ☐ Every school in America will be free of drugs and violence and will offer a safe, disciplined environment conducive to learning.
- ☐ The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- ■ Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

School-Parent Compacts: A Tool for Learning Improvement

Introduction

In the days of neighborhood schoolhouses and tightly knit communities, parents shared a tacit understanding with their children's teachers that the beliefs and values of the community would be the beliefs and values of the school. Both parents and schools had a common vision of their support roles in helping children learn those shared community principles. Teachers who thought and taught outside the bounds of this shared understanding soon found themselves without a position.

The communities of the 1990's, however, are often culturally complex "attendance areas" with highly mobile populations and schools that are only loosely bound to those few values and mores that might be universally shared in that geographic area. For many parents and community members, direct contact with school personnel might be limited to an occasional parent-teacher conference or some other school-sponsored event. In many school communities, opportunities to mix on an equal footing with teachers and administrators at non-school events are about as frequent as Prince Charles' visits to Wal-Mart.

The lack of regular one-on-one communication between community members and school personnel leads to serious differences in the ways schools and public education are perceived. A telephone survey of 1,200 diverse Americans conducted by the research organization Public Agenda (1993) found the public highly skeptical of educators' school reform efforts. The survey indicated that 54 percent of the public believed that teachers were doing only a fair or poor job of dealing with discipline. Not enough emphasis on the basics of reading, writing, and math was perceived as a serious problem in local schools by 60 percent of the public. An even greater percentage (72 percent) of the public believe violence and drugs are serious problems in their community's schools. These differences are borne out in other surveys and polls.

- **The April, 1995, *Education Week* featured a poll conducted by the National Alliance of Business and Scholastic, Inc. that showed only 12% of business executives believed public education was improving in the United States, as opposed to 52% of the teachers and 88% of the superintendents.**

- **In a poll by Stanley Elam, Lowell Rose, and Alec Gallup (1994), parents were asked whether they believed schools in the nation as a whole had improved from five years ago, gotten worse, or stayed about the same. Slightly over half of the parents (51%) responded that schools had gotten worse.**

- **Another survey sponsored by the PTA and *Newsweek* (May, 1993) showed that parents and school personnel did not feel they were working well together on behalf of children.**

The disparity between these perceptions of educators and the community about how well our nations' schools are doing are reflected at the local level in other differences between parents and educators. These two groups are often at odds concerning their respective roles and responsibilities in the child-rearing and educational process. These differences can be exacerbated when children fail.

Parent-School Compacts offer a means of redefining the "community" vision of school and parent support roles in promoting student learning. In the act of creating a document, parents and teachers think through their beliefs and differences in order to reach

consensus on the compact's content. Like good lawyers sparring over the wording of a contract, participants soon realize that there are no rewards without ultimate agreement.

Background

Learning improvement compacts (LICs) are signed agreements between parents and school representatives that clarify the roles and mutual responsibilities of each party in support of student learning. Their use has been championed by former Secretary of Education Terrel H. Bell and former Congressman Augustus Hawkins as a means of involving parents in the educational process. Sometimes called covenants or contracts, these documents are intended to help schools and parents commit to a voluntary working partnership that will help all students achieve high standards. These compacts are mandatory for schools participating in federal programs under Title I of the *Improving America's Schools Act of 1994.*

Research on Parent Involvement

The need for more parent participation in the education of children is evident from recent research. A few simple calculations show that, excluding extracurricular activities, only about 9% of a child's lifetime between birth and age 18 is spent in school. Only about 6% of those 18 years actually involves school-based instruction. In spite of these figures, many people **overestimate the impact that schools have on learning and underestimate the impact of parents**. When children are young, it is the parents or their proxies who become the child's first teachers. By age three, children have acquired more than half of the language they will use throughout most of their lives (White, 1987). Other researchers Anderson, Heibert, Scott, and Wilkinson, (1985) note that the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children, an activity that should begin in the home. Yet, only half of parents with children under age nine report reading to their children every day (Gorman, 1993). A comprehensive study of 61 experts, an analysis of over 170 chapters and reviews, and compilation of over 90 research syntheses, indicates that home environment and parental support outranks 24 other significant factors influencing student learning (Wang, Haertel, and Walberg, 1993). Only classroom management, metacognitive and cognitive processes have more impact on learning. As students grow older, the impact of parents is still strong. Parents rather than sports figures top the list of role models for teens age 10-17 in a survey conducted for Junior Achievement, Inc. (The Gallup Organization, 1994). Teachers are a close second. Clearly, parents are important partners for a school in the effort to support student learning.

Congressional Response

Congress acknowledged the need for school-parent partnerships by adding a goal for parent involvement to the list of National Education Goals in the *GOALS 2000: Educate America Act*. Later, the U.S. Department of Education incorporated school-parent LICs in its proposal to Congress for the reauthorization of the *Elementary and Secondary Education Act*. This proposal to use LICs as a means to link parent and school support for learning was incorporated by Congress in the *Improving America's Schools Act of 1994*. Beginning July 1, 1995, **school-parent compacts will be a requirement for all schools receiving federal Title I funds.** Roughly one-half of the schools in the country will be affected.

Requirements for Title I Schools

Under the parent involvement section of *The Improving America's Schools Act of 1994* [Section 1118 (d)], the law provides:

> "(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT PERFORMANCE. --As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall--
>
> "(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student performance standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive uses of extracurricular time; and
>
> "(2) address the importance of communication between parents and teachers on an ongoing basis through, at a minimum--
>
> "(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
>
> "(B) frequent reports to parents on their child's progress; and
>
> "(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observations of classroom activities.

Introducing the Compact to the Community

The role of providing initial information about school-parent compacts usually falls to the District Title I coordinator. Coordinators can provide the community with basic

information about school-parent compacts through district newsletters, news releases, strategically-placed posters, community meetings, and flyers to be released through the schools. This information might be coupled with an invitation to participate in the school-level compact design process at the individual schools. In all of these publicity efforts, the focus needs to be on creating the compact as a living document--always subject to change--that represents the partnership for learning improvement between schools and parents.

Formation of the Design Team

The development of the school-parent compact can pave the way for open communications and a common mission if parents feel that they are equal partners in the compact design. In smaller communities, the school might use a building improvement team that includes strong parent representation. **However, one caution to be noted is that, according to the law, parent representatives serving on the design team must be parents of children served by Title I.** If a school has already selected a school improvement team, a part of that team's charge might include designing the school-parent compact. If no such team exists, the principal or Title I coordinator should initiate the process with an invitation to all parents of participating children and all school staff to attend an informational meeting on the compact and the school's participation in Title I. If attendance is sufficient, the group might want to follow the steps outlined in the Buffalo Public Schools model that follows. When possible, both the selection team and the design team should reflect the demographics and concerns of the community and the school in its makeup. To prevent potential conflict or misunderstandings, the Title I coordinator should document the entire selection process.

Design teams of seven, nine, or eleven persons are preferable for this project. Research on team building and decision-making groups show groups of this size work well together and make the best decisions. The odd number of members assures there will be no ties during voting. Selection teams should keep these ideas in mind when establishing additional criteria for eligibility.

Some groups might need training in working as teams or arriving at consensus. Selecting a skilled facilitator with no voting rights could be an early agenda item to address these needs. A skilled facilitator can provide team training and decision-making tools that will assist in moving the compact to completion before the opening of the school year. Whether or not a facilitator is employed, working out a timeline for project completion should be an early design team priority.

In larger communities, particularly those with competing parent groups and non-resident school faculties, designing compacts that will satisfy the law and readily gain approval from a majority of parents and teachers will be a challenging task. Fortunately, some districts and communities have already completed school or district agreements which are similar enough to be instructive:

Buffalo, New York, was one of many New York communities affected by a decision of the State Education Department's Board of Regents to ascertain that parents were included on educational planning committees. As part of New York's *Compact for Learning*, all school districts and Boards of Cooperative Educational Services (BOCES) were required to develop a plan that would allow participation by parents with teachers, administrators, and school board members in school-based planning and shared decision making. Parents who served on these district and BOCES committees were to be representative of the district, its programs, and peoples, and were to be selected by school-related parent organizations.

The eligibility of parent organizations for the district planning committee was established by criteria in the regulation. "Parents" included grandparents, legal guardians, or persons acting "in loco parentis" of a child in the Buffalo Public Schools. They could not be employed by the school district or any of its bargaining units and had to demonstrate an understanding of and support for the new Compact for Learning and school-based management. In the plan developed by the district committee, each school was to have parent representation on a Site Based Management Team (SBMT) determined by a Parent Selection Panel (PSP). All schools were encouraged to seek the assistance of qualified parent organizations in selecting members of the PSP members. Requirements for the PSP and for the parents selected to the SBMT were similar to the qualifications for parents sitting on the original district planning committee.

The steps in the selection process for the school-level SBMTs were as follows:

- **OUTREACH The school principal in conjunction with the school's existing parent groups initiates an awareness period to provide parents with information on the new Compact for Learning. This period ends with an open meeting to which all parents are formally invited.**

- **OPEN MEETING At the open meeting, parents interested in sitting on the PSP or the SBMT fill out application for positions. Those present determine the size and selection method of the PSP.**

- **ESTABLISHMENT OF SELECTION PANEL The PSP is chosen during the open meeting of parents who meet the criteria mentioned previously. Members of the PSP are not eligible for the SBMT.**

- **SELECTION OF PARENT MEMBERS The PSP determines any additional criteria necessary for eligibility for the SBMT. The PSP selects from the pool of applicants a number of parents equal to the seated school personnel. Demographics, special needs children, and some balance between those who have a history of being involved and those who have not been involved are also factors in the selection process.**

- **REPLICATION Schools repeat the four-step selection process above every two years.**

Adapted from the Buffalo Public Schools District Plan for School-Based Planning and Shared Decision Making. pp. 11-12. (1994)

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Content and Format of the Compact

Simplicity and clarity are important features of a workable parent-school compact. Parents may balk at signing a complex document that contains too much professional educational jargon. A study by Jane Lindle (1989) showed that the professional, businesslike manner favored by school personnel to win parental support was not the approach parents favored. Instead, parents wanted an informal, personal approach that provided timely information and recognized parents as equal partners. A document that adopts this informal strategy by using easily understood phrases and simple statements to identify both the purposes of the compact and the responsibilities of the parents and schools will tend to be more acceptable to parents. A balanced list of commitments for both the parents and for the school also makes the partnership concept more believable to the parties concerned. A checklist of suggestions for content and format follows:

- ☐ provide a title and a clear statement of purpose for the compact; e.g., "*This compact was designed by a representative body of parents and school personnel in order to create a partnership that will help our children achieve the State's high content and performance standards.*";

- ☐ include a statement that the school will "*...address the importance of communication between parents and teachers on an ongoing basis through, at a minimum--*
  - ▸ *annual parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievements*;
  - ▸ *frequent reports to parents on their child's progress; and*
  - ▸ *reasonable access to staff, opportunities to volunteer and participate in their child's class, and observations of classroom activities*";

- ☐ acknowledge the school's responsibility "*to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the State's student performance standards*;"

- ☐ include a clause that notes that the commitments are voluntary and are not legally binding on the parties who sign the document;

- ☐ include a section for **student** commitments if the design team selects this option and the school serves upper elementary, middle, or high school students;

- ☐ identify all parties to the compact and provide spaces for parents, students, and school

representatives to sign and date the compact;

- ☐ outline the commitments for each party signing the compact (sample statements for schools, parents, and students are included near the end of this document).
- ☐ indicate the time period during which the agreement is in effect;
- ☐ make the document available in printed translations for significant language minorities in the community and on audio cassettes for parents who do not read well;
- ☐ consider offering the commitment statements as a checklist of options for parents.

Several sample compacts are included in the appendix, but none of the samples incorporates all of these suggestions.

Introducing the Compact to Parents

After the design team has completed a draft compact, the document can be offered to the community for a brief comment period. If substantive suggestions are received, the design team might incorporate these into the text.

School open house meetings and/or school registrations are ideal times for obtaining parent signatures on the compact. A table can be set up and manned by the compact design team during these events as visible evidence of the parent-school partnership. Team members respond to parents' questions, and the principal or some designated school representative from the team signs for the school. Parents immediately receive their copy of the agreement and perhaps a refrigerator magnet for prominent display of the compact at home.

An alternative or a follow-up to school-based meetings might be for design team members, teachers, and administrators to schedule visits to all students' homes to meet with parents to welcome them as partners and to discuss the purposes of the compact. Parents should, of course, be forewarned of the intended visits and given other options for meeting sites if they seem threatened or embarrassed by the plan for a home meeting.

Introducing the Compact to the School Staff

In some schools teachers and parents have been reluctant partners who blame each other for student failure. Since the compact is to be used as the basis for a parent-teacher conference and as a tool for involving parents in the learning process, some teachers and administrators might want early training in working with parents and welcoming them as

partners. An "Introduction to School-Parent Compacts" that provides basic information to staff and places an emphasis on sharing successes, rather than failures, will provide a firm foundation for successful compacts with parents.

As the compact is developed, teachers and support staff need to be alerted to the commitments that are being proposed. Disseminating draft documents gives teachers and staff the opportunity to consider alternatives, offer input, and lobby for change if they cannot support the school commitments. Without these opportunities, staff might offer little support for the design team's efforts.

Suggestions and Samples

Parent-school compacts should be designed by representative parent-school teams to fit the mission and vision of each school community. Often, the dialogue that ensues from this design phase helps to forge the bonds that are necessary to initiate a successful school-parent program. Having an existing model to work from often simplifies the drafting process and helps the team members to initiate discussions. On the following pages are lists of commitment statements that might be used to create a distinctive parent-school LIC for your school community. An appendix contains further examples of school compacts.

Please remember that you are not bound by these recommendations, commitment statements, or sample compacts. Each parent-school compact should reflect the unique goals and concerns of your school and community. Only those elements that are mentioned specifically in Section 1118 (d) must appear in your compact.

A well-designed compact represents a strong partnership in support of student learning, and those who contributed to its design will deserve recognition and support. To assist with that recognition, the Region B/2 TAC/RTAC invites design teams to submit their completed compacts to the Region B Title I/Chapter 1 Technical Assistance Center (Region B TAC) for dissemination to other local and state education agencies. After signing a copyright release, your document will be submitted to the Effective Practices Bulletin Board System for possible inclusion in this nationwide database. Please send copies of your completed documents to:

Dave Gray
Region B TAC
2601 Fortune Circle East
Suite 300A
Indianapolis, Indiana 46241

Sample Statements of Parent Commitment

I will encourage and support my child's learning by doing the following:

- Requiring regular school attendance.
- Urging my child to get to classes and school events on time.
- Encouraging positive attitudes about school.
- Supporting school rules and procedures.
- Protecting my child's health.
- Providing a quiet, well-lighted study area.
- Establishing a regular time for study.
- Overseeing the completion of homework.
- Encouraging completion of all class assignments.
- Supporting my child's efforts to improve and do good work.
- Communicating with teachers and/or school officials about problems that interfere with my child's learning.
- Attending parent-teacher conferences.
- Discussing report cards, behavior reports, and other assessments of achievement or performance with my child.
- Providing a library card and supporting good reading habits.

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PRC Inc.
2601 Fortune Circle East
Indianapolis, Indiana 46241
800 456-2380

Sample Statements of School Personnel Commitment

School personnel will encourage and support students' learning in this school by doing the following:

- Demonstrating care and concern for each student.
- Respecting cultural, racial, and ethnic differences.
- Managing the school and classroom to provide an environment that is safe, encourages learning, and helps children achieve State performance standards.
- Explaining and modeling the behaviors and ways of doing things that are expected of students at school.
- Providing explanations of the standards students are expected to meet in order to demonstrate learning progress and an outline of the curriculum designed to help them meet those standards.
- Providing quality teaching and leadership.
- Providing quality texts, supplies, and materials that support instruction.
- Making efficient use of academic learning time.
- Assigning meaningful homework assignments that support classroom instruction.
- Providing parents with regular and accurate assessments of students' progress in meeting school achievement and performance requirements.
- Responding quickly to parents' requests for information about their student.
- Providing special assistance to students or parents who need it.
- Holding at least one teacher-parent conference to discuss this compact.
- Welcoming the participation of parents in the classroom and in achieving education goals.

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2601 Fortune Circle East
Indianapolis, Indiana 46241
800 456-2380

Sample Statements of Student Commitment

I will become an active partner in my own learning progress by doing the following:

- Attending school regularly.
- Being on time for classes and school events.
- Bringing pencils, pens, paper, textbooks and other necessary learning tools to class.
- Completing my assignments.
- Assisting in keeping my school safe and clean.
- Respecting the personal rights and property of others.
- Complying with school rules.
- Participating in classroom activities.
- Cooperating with parents and teachers.
- Being truthful and keeping my promises.

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2601 Fortune Circle East
Indianapolis, Indiana 46241
800 456-2380

REFERENCE LIST

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APPENDIX

SAMPLE COMPACTS

Learning Improvement Center
Waterford, Michigan,

U.S. Department of Education

Indianapolis Public Schools

Indianapolis Public Schools (Middle School Compact)

Minneapolis Public Schools

Minneapolis Public Schools (Spanish Language Version)

School City of Hammond, Indiana

Montgomery County Schools, Kentucky

PARENT CONTRACT (PRESCHOOL)

James E. Biggs Early Childhood Center
Covington, Kentucky

Waterford School District

Mission Statement

**We guarantee to every student the knowledge, skills, and attitudes necessary to become an effective citizen of the world.*

*We refers to everyone: the school board, citizens, staff, administrators, parents and business leaders.

DRAFT

Learning Improvement Center
1325 Crescent Lake Road
Waterford, Michigan 48327

AS PARENTS, I/WE WILL:

- Strive each day to make my child my number one priority
- Create an environment at home so my child understands that living in a group, whether it be a family or classroom, requires standards of behavior and cooperation, and that one must accept the consequences of one's actions
- Model respect by going to the teacher first about any concerns
- Strive to send a well-nourished, well-rested, well-loved child to school each day
- Show interest in my child's education by asking questions, being involved, helping with homework, being aware of what goes on at school, supporting school activities, and monitoring home activities which may interfere with progress in school
- Set an example for my child by being a lifelong learner myself

Signature _____ Date _____

AS PROFESSIONAL EDUCATORS, THE LEARNING IMPROVEMENT CENTER STAFF WILL:

- Provide the students with a quality curriculum and research-based instructional practices that will allow them to become effective citizens
- Provide open communication with parents, students, colleagues and community
- Support parents as lifelong learners by providing appropriate resources and learning opportunities
- Provide a safe, positive, well-managed environment where all children are treated fairly with respect and compassion
- Continue to be lifelong learners knowledgeable of current best practices in the field of education

Signature _____ Date _____

AS A STUDENT, I WILL:

- Attend school regularly
- Treat all members of the school community and their property with respect
- Select and discuss work that shows I am accomplishing desired goals
- Participate actively in my classroom and complete and return homework assignments
- Do my best work and keep trying even when the work is hard

Signature _____ Date _____

Exhibit 51
Sample Learning Improvement Contract (LIC)

This LIC is between (parent) and (teacher/school official) on behalf of (student) who is enrolled in (school).

Parental Responsibilities

1. Parent(s) will help the child develop a positive attitude about school. They will ensure that the child arrives at school prepared for the day's learning activities, follows school rules, carries out teachers' instructions and directions, and works diligently to master information and skills.
2. Parent(s) will ensure that (student) attends school regularly, is on time each day, and misses school only when absolutely necessary.
3. Parent(s) will help safeguard the health and physical strength of (student) so that he/she will have adequate nourishment and rest to face the rigors of school activities each day.
4. Parent(s) will support the school work activities of (student) by encouraging homework completion, setting aside study time at home, creating an atmosphere for learning, and monitoring the child's homework assignments to see that the child completes them on time.
5. Parent(s) will keep in touch with (student's) teacher(s), regularly responding to messages and reports from school, attending parent/teacher conferences, discussing with the child in detail the report card or other measures of achievement, and conferring with both child and teacher on how the parent(s) can help the child improve in areas needing attention.
6. Parent(s) will prepare (student) for school events such as examinations and other activities by providing extra rest and support prior to the event or exam, praising and recognizing good work, discussing both strong and weak points, and planning a course of action at home for even better performance.
7. Parent(s) will facilitate (student's) completion of the school district's specified reading requirements for advancing to the next school grade by discussing and supervising their child's reading activities early and continuously throughout the school year. Parent(s) will assume responsibility for the child's meeting these requirements.

School Responsibilities

1. The (student's) teacher and other school personnel will welcome (student's) parent(s) to participate in an effective parent-school partnership on behalf of the child. Educators will be supportive in offering suggestions to help parent(s) accomplish the responsibilities outlined in the previous section.
2. School personnel will strive to keep (student's) parent(s) informed of special school events affecting the child. The school calendar and notices will be sent home

(continued)

Exhibit 51 (continued)

regularly so parent(s) will know of examinations, deadlines, and dates of parent-teacher conferences and other activities.

3. School personnel will keep (student's) parent(s) informed about progress in meeting school achievement requirements, as well as problems that will require special attention. School personnel will notify parents promptly of absences, tardiness, incomplete homework, incomplete school work, and breaking of school rules.
4. School personnel will respond in a timely manner to parental requests for information about (student's) progress at school or about problems that parents may perceive.
5. School personnel will provide textbooks, supplies, and other materials necessary for school progress (within the limits of school budget restrictions beyond the school's control). School personnel will offer special assistance to students or parents who need it.
6. School personnel will implement the school district's required reading program by meeting with parents, informing them of their responsibilities, and discussing the program in detail. The mandatory and optional reading lists will be provided early in the school year so that (student) may begin early in the year to meet these requirements. School personnel will check on the availability of listed books at local and school libraries and will notify the school district office of any book shortages.
7. School personnel will compile and provide parents with a list of approved volunteer reading counselors along with their phone numbers and addresses. School personnel will also provide (student) with a reading "pass off" card to be presented to reading counselors to sign when a reading requirement has been met.

This sample LIC promotes understanding and cooperation between us—(student's) parent(s) and school personnel. By clarifying mutual and separate responsibilities and expectations, we can better teach and motivate (student) to have an educationally productive school year. By working together, we can enhance the child's education by providing effective support at home and at school. Although this is not a legally binding contract enforceable in a court of law, we publicly make these commitments to facilitate the child's development and preparation for productive, satisfying citizenship.

Student _____ Date _____
Parent _____ Date _____
School Official _____ Date _____

Source: Adapted from *Knowledge Network for All Americans* (1992, pp. 66–68).

Student/Teacher/Parent Contract

Date _____

PARENT/GUARDIAN AGREEMENT

(Any person who is interested in helping this student may sign in lieu of the parent.)
I want my child to achieve. Therefore, I will encourage him/her by doing the following:

_____ See that my child is punctual and attends school regularly.

_____ Support the school in its efforts to maintain proper discipline.

_____ Establish a time for homework and review it regularly.

_____ Provide a quiet well lighted place for study.

_____ Encourage my child's efforts and be available for questions.

_____ Stay aware of what my child is learning.

_____ Provide a library card for my child.

_____ Read with my child and let my child see me read.

Signature _____

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Complete and return homework assignments.
- Observe regular study hours.
- Conform to rules of student conduct.

Signature _____

TEACHER AGREEMENT

It is important that students achieve. Therefore, I shall strive to do the following:

- Provide homework assignments for students
- Provide necessary assistance to parents so that they can help with the assignments.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning enjoyable.

Signature _____

PRINCIPAL AGREEMENT

I support this form of parent involvement. Therefore, I shall strive to do the following:

- Provide an environment that allows for positive communication between the teacher, parent, and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.

Signature _____

BEST COPY AVAILABLE

JUNIOR HIGH SCHOOL
STUDENT/TEACHER/PARENT CONTRACT

Date _____

Parent/Guardian Agreement

(Any person who is interested in helping this student may sign in lieu of the parent.) I want my child to achieve. Therefore, I will encouarge him/her by doing the following:

_____ See that my child is punctual and attends school regularly.
_____ Support the school in its efforts to maintain proper discipline.
_____ Establish a time for homework and review it regularly.
_____ Provide a quiet well-lighted place for study.
_____ Encourage my child's efforts and be available for questions.
_____ Stay aware of what my child is learning.
_____ Encourage my child's participation in school activities.
_____ Help my child analyze feelings and establish values.
_____ Help my child develop positive attitudes toward school and learning.

Signature _____

Student Agreement

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly and arrive on time.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Complete and return homework assignments.
- Observe regular study hours.
- Conform to rules of student conduct.

Signature _____

Teacher Agreement

It is important that students achieve. Therefore, I shall strive to do the following:

- Provide homework assignments for students.
- Provide necessary assistance to parents so that they can help with the assignments.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning enjoyable.
- Provide structured and clear limits.

Signature _____

Message From the Principal

I support this form of parent involvement. Therefore, I shall strive to do the following:

- Provide an environment that allows for positive communication between the teacher, parent and student.
- Provide opportunities for parents to be involved in the school and in their child's education.
- Encourage positive communication between home and school.
- Encourage teachers to provide homework assignments that reinforce classroom instruction.

BEST COPY AVAILABLE

EDUCATION TAKES EVERYONE

The Minneapolis Covenant

COVENANT *1. a formal, solemn and binding agreement. 2. a written agreement or promise usually between two or more parties, especially for the performance of some action. It is a declaration of intent by all parties who sign to help each other achieve mutual objectives.*

These promises are voluntary commitments made by individuals to themselves and to others.

. . . . . .

As a student...

I promise to...

- attend school regularly
- work hard to do my best in class and schoolwork
- help to keep my school safe
- ask for help when I need it
- respect and cooperate with other students and adults

My personal promise:

_____

school

I need...

- teachers and school staff who care about me
- people who believe I can learn
- schools that are safe
- respect for my culture and me as an individual
- a family and community that support me
- time with caring adults

_____

student signature

_____

home room

As a parent / caring adult...

I promise to...

- have high expectations for my child as an individual
- help my child attend school and be on time
- find a quiet place for schoolwork and make sure work is done
- help my child learn to resolve conflicts in positive ways
- communicate and work with teachers and school staff to support and challenge my child
- respect school staff and the cultural differences of others

I need...

- teachers and support staff who respect my role as a parent/caring adult
- clear and frequent communication with school
- respect for my culture, and me and my children as individuals
- a community that supports families

My personal promise:

_____

_____

parent / caring adult signature

As a staff person...
(teacher, support staff or administrator)

I promise to...

- show that I care about all students
- have high expectations for myself, students and other staff
- communicate and work with families to support students' learning
- provide a safe environment for learning
- respect the cultural differences of students and their families

_____

teacher

_____

teacher

I need...

- students who are ready and willing to learn
- respect and support from students, families, other staff and administration
- assistance from staff and administration in removing barriers which prevent me from doing my best for students
- respect and support from the community

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_____

principal

_____

school staff member

As Superintendent...

I promise to...

- believe that all students can achieve
- have challenging expectations for students, families and staff
- remove barriers to improved performance on all levels
- promote education and the Minneapolis Public Schools
- listen, hear and respond to feedback from students, staff and the community
- tell the truth in love

I need...

- staff, students, families and community committed to education and lifelong learning
- a staff willing to challenge old assumptions and look for new ways to solve problems
- a school board that is focused on what students need to achieve
- students, staff and community members to communicate their needs and listen to one another
- a community that supports youth and families

_____

Peter Hutchinson, Minneapolis Public Schools Superintendent

As a member of the School Board...

I promise to do all I can to meet the needs expressed in this pledge by students, families, staff, superintendent and the community. I will work to the best of my ability to create a school district and community where everyone can keep their covenants with each other.

_____

board member

As a member of the Minneapolis community...

I promise to...

- respect, encourage and support students, families and teachers
- be an active, contributing partner with the schools
- make Minneapolis a safe and exciting place for students, families and teachers
- support learning regardless of where it occurs
- provide jobs and post-high school opportunities

I need...

- educated and responsible workers and fellow citizens
- an educational system that invites community input and feedback
- opportunities to be involved in producing educational results

_____ *community member*

_____ *community member*

_____ *community member*

_____ *community member*

_____ *community member*

_____ *community member*

MINNEAPOLIS PUBLIC SCHOOLS

1993 - 1994

L A E D U C A C I O N N E C E S I T A A T O D O S

El Convenio de Minneapolis

CONVENIO 1. un contrato formal, preciso y serio 2. un contrato escrito o promesa, usualmente entre dos o mas personas, especialmente para ejecutar alguna accion. Es una declaracion de intento de todoas las personas quienes firman y se ayudan mutuamente para lograr los objetivos mutuos.

Estas promesas son unos compromisos voluntarios, hechos por individuos a si mismos y a otros.

Como un estudiante ....

Yo prometo...

* asistir a la escuela regularmente
* trabajar fuerte para lograr lo mejor en la clase y en mi trabajo escolar
* ayudar para que mi escuela sea segura
* pedir ayuda cuando la necesito
* respetar y cooperar con otros estudiantes y adultos

Yo necesito...

* maestros y personal quienes se preocupen por mi
* personas que tienen fe en mi
* escuelas seguras
* respeto para mi cultura y para mi como un individuo
* una familia y comunidad que me dan su apoyo
* tiempo con adultos me aprecian

_____
Firma del estudiante

Mi promesa personal:

_____

_____
Escuela Num. del Salon

Como Padres / adulto me preocupo....

Yo prometo...

* tener buenas expectaciones para mi estudiante como un individuo
* ayudar a mi estudiante en asistir a la escuela y que llegue a tiempo
* tener un lugar tranquilo para el trabajo escolar y verificar su trabajo
* ayudar a mi estudiante a resolver conflictos en una manera positiva
* comunicarme y trabajar con los maestros y el personal escolar para apoyar y dar animo a mi estudiante

Yo necesito...

* maestros, personal que respeten mi papel como padre/adulto
* comunicacion clara y frecuente con la escuela
* respeten mi cultura, a mi y a mis ninos como individuos
* una comunidad que apoye las familias

Mi Promesa Personal

_____

_____

_____
Firma del padre/adulto encargado

Como personal en las escuelas ...

(maestros, personal de apoyo o administradores)

Yo prometo...

* demostrar que yo me preocupo por todos los estudiantes
* tener expectaciones altas de mi mismo, de los estudiantes y de otros en el personal
* comunicarme y trabajar con las familias para apoyar el aprendizaje de los estudiantes
* proveer un ambiente seguro de aprendizaje
* respetar las diferencias en las culturas de los estudiantes y sus familias

Yo necesito...

* estudiantes que estan listos y desean aprender
* respeto y apoyo de los estudiantes, familias, otro personal, y la administracion
* asistencia del personal y de la administracion en remover las barreras cuales me evitan hacer lo mejor para los estudiantes
* respeto y apoyo de la comunidad

_____
maestro/a

_____
director/a

_____
maestro/a

_____
miembro del personal escolar

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Como Superintendente...

Yo prometo...

* creer que todos los estudiantes pueden lograr resultados en aprenizaje
* tener expectaciones que demanden de los estudiantes, personal y las familias
* remover barreras para mejorar la ejecucion en todos los niveles
* promover la educacion y las Escuelas Publicas de Minneapolis
* escuchar, y escuchar y responder a necesidades de los estudiantes, personal y de la comunidad
* decir la verdad con amor

Yo necesito...

* personal, estudiantes, familias y una comunidad cometida a la educacion durante toda la vida
* un personal que desee cambiar apropiaciones viejas y buscar maneras nuevas para resolver problemas
* una junta educativa que enfoca en lo que los estudiantes necesitan para poder lograr
* estudiantes, personal, miembros de la comunidad que comuniquen sus necesidades y se apoyen unos a otros
* una comunidad que apoya la juventud y las familias

Peter Hutchinson, Superintendete de las Escuelas Publicas de Minneapolis

Como miembros de la Junta Escolar...

Yo prometo de hacer todo lo posible para enfrentar las necesidades expresadas en esta promesa por los estudiantes, familias, personal, superintendente y la comunidad. Yo trabajaré con mi mejor habilidad en crear un distrito escolar donde todos puedan lograr sus convenios unos con otros.

Miembro de la Junta Escolar

Como miembro de la comunidad de Minneapolis...

Yo prometo...

* respetar, animar, y apoyar a los estudiantes, familias y maestros
* ser un socio activo y que contribuye a las escuelas
* hacer que Minneapolis sea un lugar estimulante para los estudiantes, familias y maestros
* dar apoyo al aprendizaje sin tomar en cuenta en donde ocurre
* proveer trabajos y buenas oportunidades de trabajo en las escuelas

Yo necesito...

* trabajadores educados y responsables y buenos ciudadanos
* un sistema educativo que invita ideas y revilitacion de la comunidad
* oportunidades para tomar parte en producir resultados educativos

Miembro de la comunidad | Miembro de la comunidad

Miembro de la comunidad | Miembro de la comunidad

Miembro de la comunidad | Miembro de la comunidad

School City of Hammond
Tentative Parent/Teacher/Student Agreement
Fall, 1994

The Lew Wallace Elementary School Vision is:

The Wallace School Community envisions the highest level of success for every individual. We make the commitment to motivate, to challenge, and to inspire each other to become the best we can possibly be.

To accomplish this parents, teachers and students need to work together. We ask that you promise to do this by completing and signing the part of the agreement that belongs to you.

Parent/Significant Adult checklist includes:

I will do my personal best to:

___ Supervise the completion of student homework. (A sheet explaining how to "supervise" homework should be attached to the agreement.)

___ Attend at least one (1) parent/teacher conference, if needed or requested, for each of my children.

(Choose at least three (3) of the following)

I will do my personal best to:

___ Attend at least two (2) school functions/assemblies. (Examples are: discipline assemblies, Black History programs, Hispanic programs, Music programs, Awards Day, and Contests.)

___ Volunteer as a classroom helper. (We suggest 30 minutes per semester.)

___ Help with the monthly Wallace Newsletter.

___ Help with other activities. (Examples are: Health screening, Badge Day, Market Day, Book fair.)

___ Eat lunch at school with my child at least two (2) times per year.

___ Prepare materials for the teacher on my own time at home.

___ Attend a Parents-as-Partners in Education activity.

___ Help with the parent room #105.

___ Be a spanish or foreign language translator.

___ Write in your own suggestions. (What special skill or activity can you share?)

_____

_____

___ I need child care in order to participate in these activities.

Parent's/Significant Adult Signature: _____ Date: _____

Student checklist includes:

I will do my personal best to:

___ Return my homework completed.

___ Follow the school rules.

___ Follow the classroom rules.

___ Respect other people and the community.

Student's Signature: _____ Date: _____

Teacher Checklist includes:

I will do my personal best to:

___ Provide a safe and caring learning environment where your child will begin to be responsible for his/her own behavior and learning.

___ Follow the curriculum designed for your student as explained in the I.E.P.

___ Take into account individual strengths in children.

___ Help your child follow the school and classroom rules.

___ Keep you informed of your child's progress on a regular basis.

___ Schedule parent/teacher conferences to accommodate parents' schedules.

___ Attend school functions.

___ Help you with how you can help your child at home.

___ Teach in all areas of intelligence.

___ Assign homework and record the return of homework.

Teacher's Signature: _____ Date: _____

MONTGOMERY COUNTY SCHOOLS

Student/Teacher/Parent Compact

Date _____

This compact was designed by a representative body of parents and school staff to serve as a tool by which the school, parents, and students will develop and build a partnership to help children achieve the State's high content and performance standards.

AS A PARENT/GUARDIAN, I WILL ENCOURAGE MY CHILD'S LEARNING BY:

*Requiring regular school attendance
*Providing a quiet, well-lighted study area
*Establishing a regular time for homework
*Encouraging positive attitudes about school
*Attending parent-teacher conferences

Signature _____

AS A STUDENT, I WILL BECOME AN ACTIVE PARTNER IN MY OWN LEARNING BY:

*Attending school regularly
*Completing my assignments
*Respecting the personal rights and property of others
*Being on time for classes
*Cooperating with parents and teachers

Signature _____

AS A TEACHER, I WILL ENCOURAGE AND SUPPORT STUDENT'S LEARNING BY:

*Demonstrating care and concern for each student
*Providing instruction in a supportive and effective learning environment that enables the children served to meet the State's student performance standards
*Providing parents with regular reports on their child's progress
*Welcoming the participation of parents in the classroom and their support in helping their child achieve educational goals
*Holding at least one teacher-parent conference to discuss this compact

Signature _____

AS A PRINCIPAL, I SUPPORT THIS SCHOOL-PARENT COMPACT AND SHALL STRIVE TO DO THE FOLLOWING BY:

*Providing an environment that allows for positive communication between the teacher, parent, and student
*Providing a quality curriculum and instructional practices that will allow students to become effective citizens
*Providing opportunities for parents to be involved in the school and in their child's education

Signature _____

James E. Biggs
Early Childhood Education Center
1124 Scott Boulevard • Covington, Kentucky 41011 • 292-5895

Diane Roketenetz, Ed.D.
Director

PARENT CONTRACT

Child's Name:_____

We, at the James E. Biggs Early Childhood Education Center (JEBECEC), know that parents are the primary educators of their children. A quality preschool program works in partnership with parents to ensure that children get the most from their school experience. Parent involvement is the single most important factor in a child's success at school.

I understand that JEBECEC's program offers many opportunities for parent involvement and enrichment. If my child is accepted into the center, I would accept the following responsibilities:

1. To participate in my child's preschool experience by supporting education at home and at school. I will read to my child each day and play the learning games sent home by my child's teacher. I may volunteer hours at school by working in the classroom, attending enrichment classes/meetings, or by participating in family fun nights.

2. To ensure that my child attends preschool on a regular basis.

3. To provide JEBECEC with all documents (birth certificate, immunization record, etc.) required for continued enrollment.

4. To obtain a TB skin test for myself if I will be volunteering in the classroom.

5. To accompany my child on all medical and dental appointments provided by JEBECEC.

6. To allow JEBECEC staff to make home visits (at least three per year) in order to form the critical "link" between home and school. If I am a working/student parent, these visits will be made to accommodate my work/school schedule.

7. To cooperate with JEBECEC staff in assessing any special needs my child may have, and in seeking appropriate evaluation and/or treatment for my child so that he/she may have the best start possible.

_____ _____

Parent/Guardian Signature Date

TRANSPARENCIES

T1 *Region B/2 TAC/RTAC*

T2 *School-Parent Compacts*

T3 *How Do You Feel Today?*

T4 *Think, Pair, Share*

T5 *Perspectives #1*

T6 *Purposes of this Session*

T7 *Non-Purposes of this Session*

T8 & T9 *12 Components of IASA*

T10 *The National Education Goals*

T11 *IASA, Section 1118(d), Shared Responsibilities for High Student Performance*

T12 *IASA--Overview of Compact Provisions*

T13 *Jigsaw*

T14 *Between Birth and Age 18...*

T15 *Are Schools Improving?*

T16 *Process*

T17 *4 P's: People, Process, Perspective, Planning*

T18 *Perspectives #2*

T19 & T20 *Overview of Compact Elements*

T21 *Education Is...*

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2601 Fortune Circle East
Suite 300 A
Indianapolis, IN 46241
(800) 456-2380
(317) 244-8160
Fax (317) 244-7386

REGION B
TITLE 1
TECHNICAL ASSISTANCE CENTER

SERVING
DE, IN, KY, MD,
MI, OH, PA, WV,
and
Washington, DC.

SCHOOL-PARENT COMPACTS

PRESENTED BY:

PRC Inc.
Region B/2 TAC/RTAC
2601 Fortune Circle East
Indianapolis, IN 46241
(800) 456-2380

Event: _____

Site: _____

City, State: _____

Date: _____

How Do You Feel Today? (Please indicate which faces apply)

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THINK-PAIR-SHARE

- The facilitator poses a question or activity to the individuals in the class
- Individuals THINK of a response or work on the activity individually for a given period of time
- Individuals PAIR or triple with their partner(s) to discuss the question or activity and reach consensus
- The facilitator leads a whole-class SHARING of agreed-upon answers or responses

T4 -- Think, Pair, Share

PURPOSES OF THIS SESSION

- Provide background information about developing School-Parent Compacts for Title I schools.
- Identify a process for developing and supporting School-Parent Compacts.
- Examine models of recently developed School-Parent Compacts.
- Identify other School-Parent Compact issues that need to be addressed.

NON-PURPOSES OF THIS SESSION

- Debate the purposes of P.L. 102-382, the *Improving America's Schools Act of 1994.*

- Develop a School-Parent Compact at this time.

12 COMPONENTS OF IASA

1. CHALLENGING STANDARDS--developed in each state
2. HIGH QUALITY ASSESSMENTS--no longer separate Title I assessment; use same assessments as the state uses for all students
3. CONCENTRATION OF DOLLARS ON POOR LEAs, SCHOOLS, AND KIDS
4. SCHOOLWIDE PROGRAMS DRIVE REFORM
5. TARGETED ASSISTANCE SCHOOLS--either not eligible to be a SWP or choose not to be
6. HIGH QUALITY PROFESSIONAL DEVELOPMENT--continuous and sustained

12 COMPONENTS OF IASA

(cont.)

7. SCHOOL-LEVEL DECISION MAKING--in consultation with parents, LEA, and school support teams
8. SHARED RESPONSIBILITY OF SCHOOLS AND PARENTS FOR STUDENT ACHIEVEMENT
9. GREATER ACCOUNTABILITY
10. LINKAGES TO COMMUNITY AND TO OTHER PROGRAMS
11. CONSOLIDATED PLAN
12. NEW ROLE FOR LEAs

The National Education Goals

By the year 2000:

- ☐ All children will start school ready to learn.
- ☐ The high school graduation rate will be at least 90 percent.
- ☐ All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- ☐ U.S. students will be first in the world in mathematics and science achievement.
- ☐ Every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- ☐ Every school in America will be free of drugs and violence and will offer a safe, disciplined environment conducive to learning.
- ☐ The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- ■ Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

NATIONAL GOAL#8
PARENT INVOLVEMENT

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Improving America's Schools Act

Section 1118(d)

SHARED RESPONSIBILITIES FOR HIGH STUDENT PERFORMANCE.--As a component of the school-level parent involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Improving America's Schools Act

Overview of Compact Provisions

Compacts shall--

- describe the school's responsibilities
- describe the ways in which each parent will be responsible for supporting their children's learning
- address the importance of ongoing parent-teacher communication through--
  1. annual parent-teacher conferences centered on the child's achievement:
  2. frequent progress reports: and
  3. access to staff and opportunities to participate and observe

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Jigsaw Activity

Jigsaw Activity

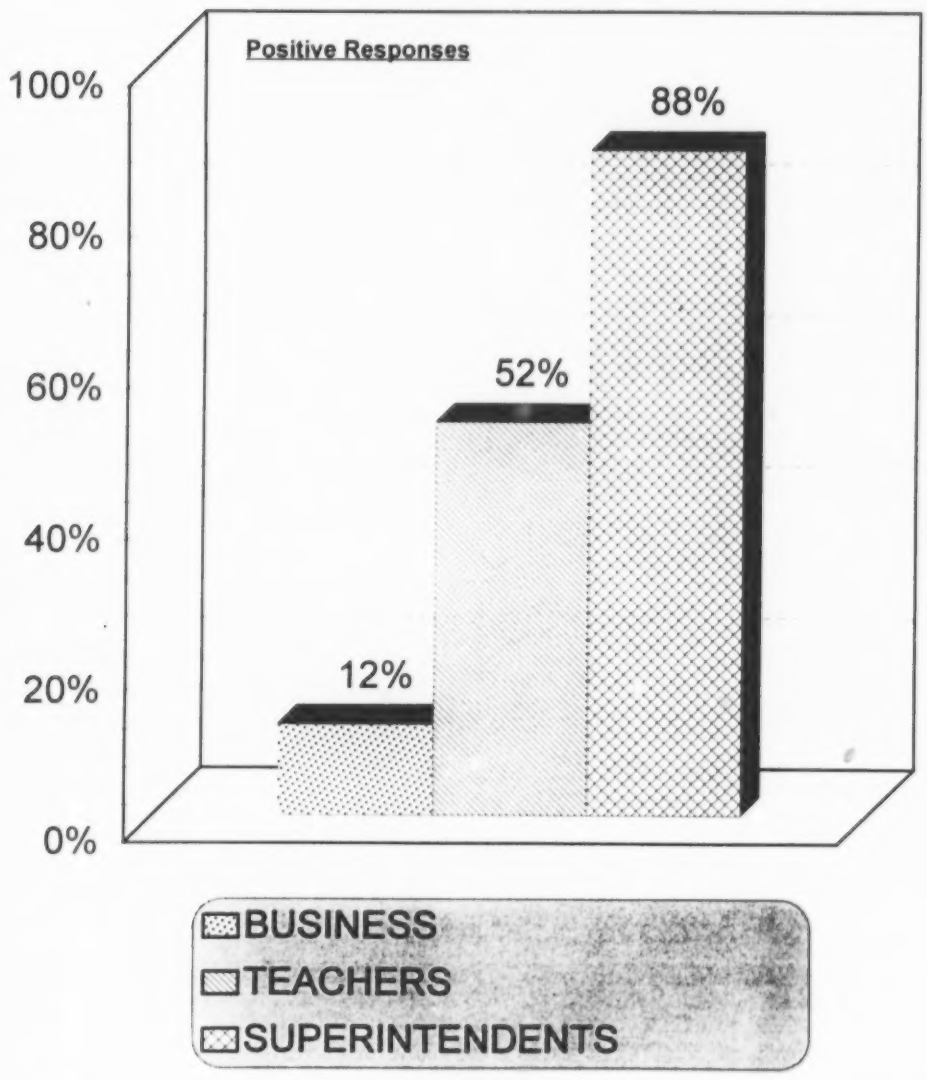
1. **Form groups of 3 to 4 members**
2. **Assign each group member a portion of the lesson**
3. **Each person studies his/her portion of the lesson**
4. **Each person teaches his/her portion of the lesson to the other group members**

Jigsaw Activity

BETWEEN BIRTH AND AGE 18,

ONLY ABOUT 6% OF A CHILD'S LIFE IS SPENT RECEIVING INSTRUCTION IN A K-12 SCHOOL SETTING.

ARE SCHOOLS IMPROVING?



PROCESS

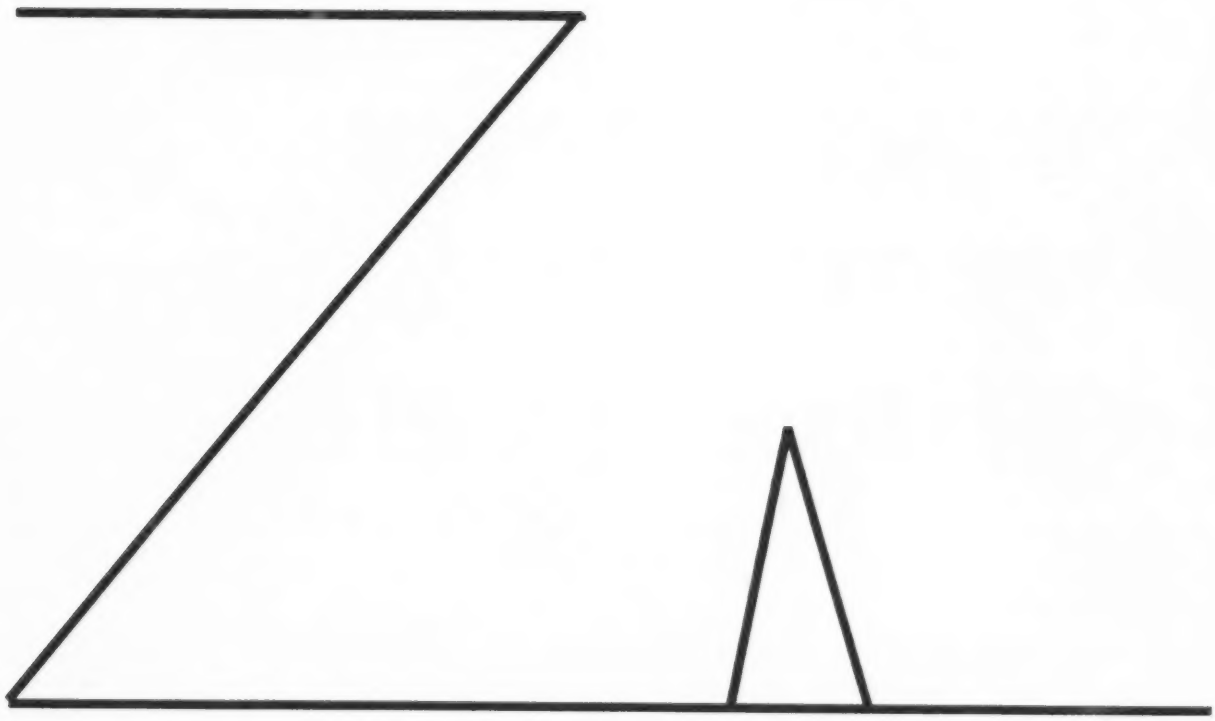
1. OUTREACH
2. OPEN MEETING
3. SELECTION PANEL
4. DESIGN TEAM
5. REPLICATION

PEOPLE

PERSPECTIVE

PLANNING

PROCESS



COMPACT ELEMENTS

Title

Statement of Purpose

Indicate:

1. the shared responsibility for helping children achieve the high academic standards of the State and/or community,
2. the need for ongoing parent-teacher communication, and
3. the voluntary nature of the compact.

COMPACT ELEMENTS

Parties to the Compact

Indicate:

1. the level of authority for the person(s) signing for the school,
2. the name(s) of the student(s) the parents are representing, and
3. whether students are included as parties as well as parents.

COMPACT ELEMENTS

School Year/Time Period

Indicate the time period during which the compact is in effect.

Responsibilities

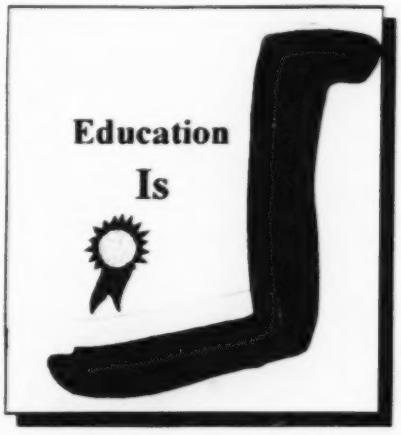
Indicate the commitments of the parties to the compact. Couch these commitments in easily understood language and limit the number so that they are more easily remembered. Balance the number of responsibilities for each party so that the partnership concept is believable.

COMPACT ELEMENTS

Signature/Date Spaces

After the lists of commitments, provide spaces for dated signatures to indicate support for the compact.

EDUCATION IS...



To be aware of the uniqueness of each individual and to treat that uniqueness with loving concern. To provide each student with opportunities appropriate to his or her abilities and interests. To encourage each to develop an " I will, I can" attitude. To help each child to go a step beyond what they themselves or others might expect. These are our mutual tasks.

Dr. Roger Rowe
Rancho Santa Fe Schools